

The background features a light cream color with various decorative elements: a pink flower with a yellow center and green leaves on the left; a yellow flower with a speckled texture at the top center; a pink heart at the top right; a blue crescent moon on the right; a pink flower with a speckled texture on the right; a yellow flower with a speckled texture at the bottom right; and a green plant with long, pointed leaves at the bottom left. There are also several small colored dots (blue, pink, green, yellow) scattered throughout.

# **Threads of Care: Leading with Intention to Foster Wellbeing in Teaching and Learning Departments**

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LOEX 2025 | Friday, May 16

# Introductions



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Interim Associate Dean  
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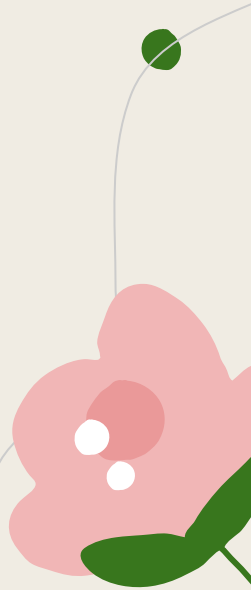


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# Our learning outcomes

Attendees will be able to:

- Understand how ethics of care can guide leadership decisions during challenging times.
  - Identify strategies for setting boundaries, advocating for resources, prioritizing essential work, and managing workloads during staff shortages.
  - Develop ideas for long-term departmental planning.
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# Our plan for today

**01 Ethics of Care**

**Our Realities 02**

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**03 How Care  
Ethics Helped**

**Reflect &  
Discussion 04**

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# A note for our audience

We recognize that management and coordination is difficult and requires time, attention, and emotion. We also recognize the larger context that we are all existing within and we have very little control over that context. All of this complicates the work we want to do and the time and energy we have to do management work.

The background is a light beige color with several decorative elements. In the top left, there is a large blue circle with white diagonal lines. To its right is a small green dot. At the top center is a yellow, textured, cloud-like shape. In the top right is a small blue dot. On the right side, there is a pink flower with green leaves and a thin grey stem. In the bottom right, there is a blue flower with a yellow center and white dots, and a green leaf. On the left side, there is a green starburst shape and a green plant with several long, pointed leaves.

Think of a time when you felt  
genuinely supported at work.

What made that possible?

The slide features a light beige background with various decorative elements. In the top left, there is a large pink flower with a stippled texture. In the top center, a green starburst shape is present. To its right are two wavy lines, one pink and one blue. In the top right corner, a blue flower with a yellow center and white dots is shown. On the left side, a thin grey line curves downwards. In the bottom left, a large yellow flower with a stippled texture and green leaves is visible. In the bottom center, there is a small blue dot and a yellow crescent moon. On the right side, a thin grey line curves upwards, ending in a small yellow dot. In the bottom right, a green leafy branch is shown.

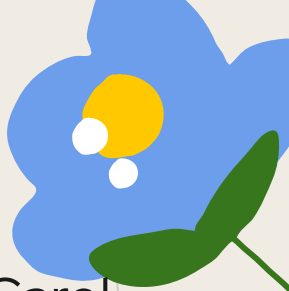


# ***01*** **Ethics of Care**

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Situating our discussion in this framework



# Ethics of Care - Brief history

- First coined/discussed in the mid-1980s by psychologist Carol Gilligan. Philosopher Nel Noddings is also credited for expanding on this work.
  - Feminist framework that prioritized relationships, responsiveness, and well-being.
  - Acknowledge that relationships are key to working with and supporting others.
  - Academic libraries/librarians have explored how ethics of care apply, particularly in reference and instruction (see Maria T. Accardi, Veronica Arellano-Douglas, or Nicole Pagowsky)
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# **Realities**

## ***02* We've Faced**

What we and our teams have experienced

# Educational Initiatives @ UNLV

**2019-2021**

Served as interim department head for 2+ years, hiring freezes and budget cuts



**2021-2024**

Filled four department vacancies and navigated catastrophic illnesses amongst colleagues



**Dec. 6, 2023**

Three faculty of color were killed, and another was seriously injured in a campus shooting






# Education & Outreach Services (EOS) @ NKU


## Personnel changes

New department head, retirements, two new librarians, makerspace addition, university leadership changes, library dean changes



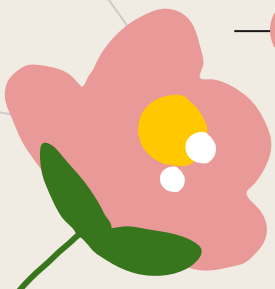
## Budget constraints


University experienced intense budget shortfall, constraints on our work and decrease in morale



## Interim leadership

Retirements and departures led to new opportunities, impacting departmental bandwidth





**While we have all  
experienced challenges, our  
departments have also had  
many accomplishments**

# Some of our accomplishments

## UNLV

- Dept. mission, vision, value statements
- New pre-work online modules for English 102 students
- Expanded co-curricular outreach and permanent budget
- Faculty Development Programming and permanent budget
- Updated library instruction spaces
- New Library Learning Goals across multiple depts/units

## NKU

- LTI integration of our LibGuides in Canvas
- GEARUP with Information Literacy and revising our program outcomes
- Strong departmental culture of support and collaboration
- Expansion of our outreach programming and direction
- Yearly departmental goals with individual goals nested within them

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# *03* How Care Ethics Helped

Tying the framework to our lived experiences



# Facilitating with Care Tips

- ❑ Connect and build trust by prioritizing the relationship amongst colleagues
- ❑ Continuously seek feedback
- ❑ Step in with courage during difficult conversations
- ❑ Care for everyone
- ❑ Extend relationships beyond facilitated discussions

Adapted from Model of Care for Co-Design  
by KA McKercher



# Our Approach



## **Prioritization**

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People over perfection



## **Advocacy**

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Protecting the team



## **Collaboration**

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Relational decision-making



# Prioritizing Work at UNLV

- What are our departmental priorities for 2022?
  - What do we keep? What do we re-evaluate? What do we pause?
  - If time, staffing, and budgets are not obstacles... what do we want to do?
  - What tends to bring on burnout for you?
  - How can we support each other? Practices?
- Prioritizing work by quadrants
  - Important / High Effort
  - Important / Low Effort
  - Less Important / High Effort
  - Less Important / Low Effort



# High Effort

# Low Effort

Important

Less Important



# A similar activity from PIP Decks:

 Discuss 1 hour



## Start, Stop, Continue




Get balanced, actionable feedback from a group on a topic, project or team.

A productive way to encourage a group to optimise and improve a situation with clear actions, used midway through or at the end of a project. It can also be used for giving personal feedback.

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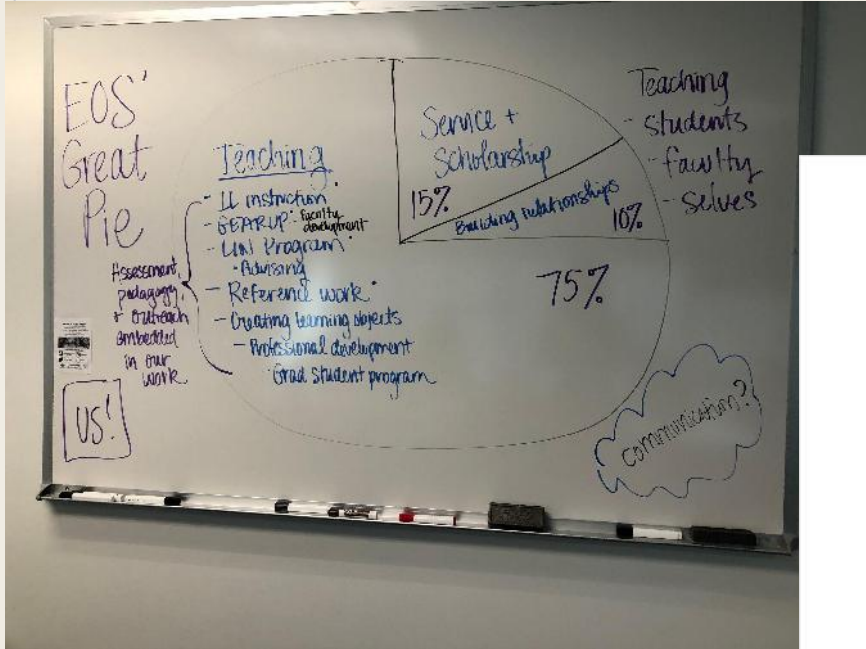
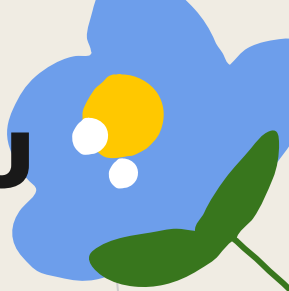
### Start, Stop, Continue

1. On a large surface, create three columns with "Start", "Stop" and "Continue".

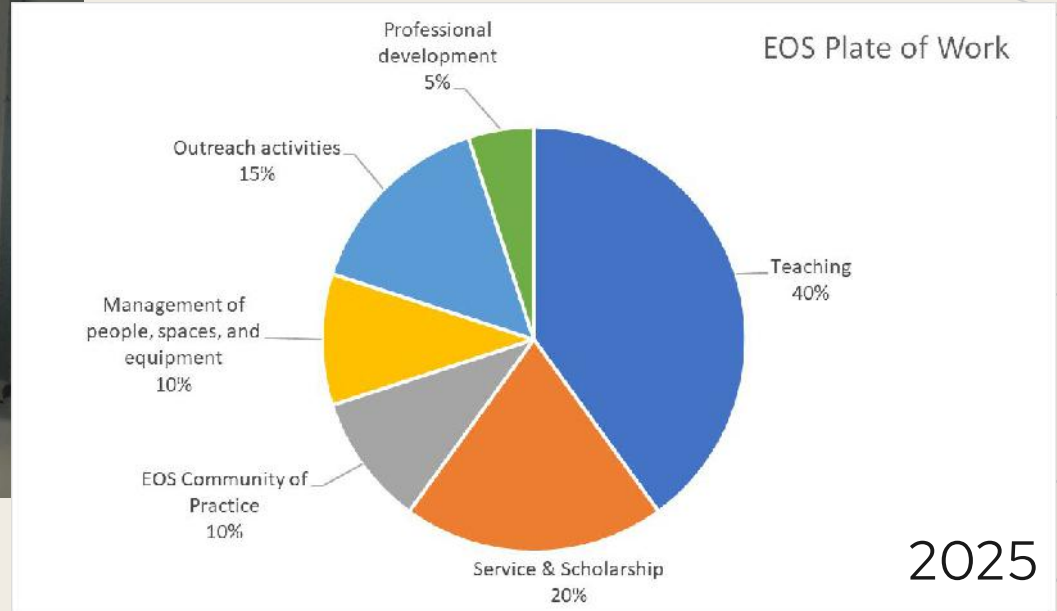
Start	Stop	Continue
<i>"What should we start doing?"</i>	<i>"What should we stop doing?"</i>	<i>"What should we continue doing?"</i>
2. On sticky notes, ask each person to spend five minutes writing answers to: "what should we start doing?".
3. In turn, have each person post their sticky notes in the "Start" column, and briefly talk through each one.  **Theme Sort** as you go.
4. Do the same for the next two columns.
5. Save some time at the end of the meeting for discussions. This is a chance to reflect on all the input.
6. Prioritise the top three things to action with  **Blind Vote**. Consider using  **Who, What, When** to ensure there is commitment to the actions.

[pipdecks.com/startstop](http://pipdecks.com/startstop) Origins Unknown © 2023, Pip Decks

# Departmental Plate of Work - NKU



2021


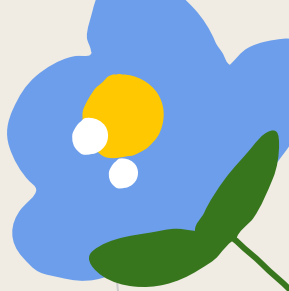



2025



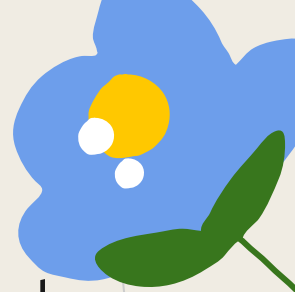


# Prioritizing Work at NKU

- Regular conversations in department meetings about departmental capacity
  - Conversations in one-on-ones about capacity
  - Setting aside time when we know our capacity will be impacted (departures, leadership changes, etc.)
  - Understanding campus context to help drive departmental priorities
  - Building manageable and scoped departmental goals
- 
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# Advocacy at UNLV





- Ensuring my team has the resources they need to do their job
- Workload & boundaries discussions
- Staffing when positions are vacant
- Standing budgets
- Protecting time / flexibility
- 1 aspirational departmental project at a time





# Advocacy at NKU

- Co-created departmental expectations, including how to ask and give feedback
  - Regular conversations and permission to protect time
  - Planning for rhythms of the year (such as our Summer Map)
  - Communicating work with library's Leadership Team and Library Wide meetings
  - Setting boundaries with teaching faculty
- 



## EOS Departmental Guide for Successful Collaborations

*Reviewed and revised, May 2024*

EOS is...

Adventurous	Creative	Invested	Collaborative
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### How we should show up for each other:

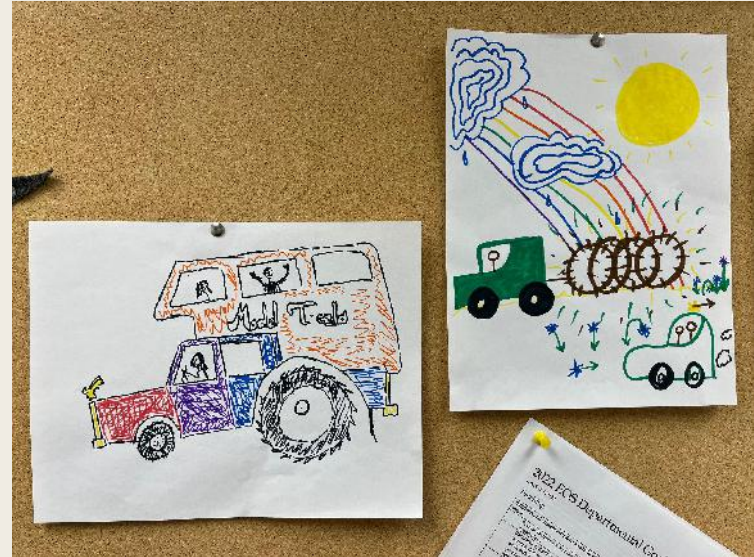
EOS members support and hold each other accountable with the following actions:

- Communicating and keeping each other informed
- Providing timely feedback
- A willingness to collaborate
- Sharing our successes and failure
- Helping one another learn and grow
- Valuing and leveraging the expertise we each bring to the department

Best practices for asking for and receiving feedback

# Collaboration at NKU

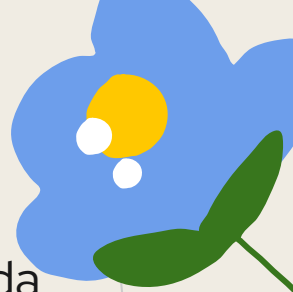
- Small group model to move shared work forward
- Participatory design activities to understand opportunities and potential barriers
- Longer, “mega meetings” to dive into crucial topics (ex. onboarding)
- End of semester celebration tradition with (occasional) departmental awards
- Shared learning plan to watch webinars together and talk about topics that don’t quite fit in departmental meetings



*Draw your vehicle activity related to learning objects*



# Collaboration at UNLV



## Team building / knowledge sharing

- Mutual support / one-off activities not related to a formal agenda
- Community of Practice for Library Instructors
- Learning Activities Rodeo
- Connecting with other T&L Departments
- Strengths Finder

## Output focused / small teams to tackle bigger projects

- Concurrent enrollment
- Lesson planning tied UULO's, course outcomes, library outcomes
- Faculty Development / assignment design
- Student programming (Wikipedia Edit-a-thons, Rebel Ready Week)



# Using Care Ethics in



**Prioritization**



**Advocacy**



**Collaboration**

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**Actionable Goals and Outputs**



# 5 Year Goals - UNLV

**Library Strategic Theme:** Cultivate a welcoming, inclusive, and accessible environment that values the diverse experiences and needs of our users.

**Goal:** Honor the experiences students bring with them to UNLV

**Goal:** Contribute to students' sense of belonging at UNLV

**Goal:** Improve library instruction classroom technology and spaces for learners



# 2025 Tending to Goals at UNLV

- What does care look like for us as a group as we reflect on our five-year goals?
- Imagine our collective goals as a garden and tended with care, patience, and intention. Think about the strengths you bring to the garden.
- Write down your strengths or contributions and place them in your mini-succulent.
- Each person shared their strengths.







# What we are working on

## **UNLV**

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- Partnership framework
- Revising FYS instruction model
- First-year student research award
- Expanding mutual support

## **NKU**

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- Revising our information literacy program outcomes
- Conducting an online learning object audit
- Revising our instructional webpage and adding workshops

# 04 Reflect

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Thinking about your context and team





# Thanks!

## What questions do you have?

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